Summer Course Guide 2018
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About Courses

Registering for Your Course

You will receive an email once the course enrollment process begins. Once you do, complete the following steps to enroll:

1) Log into the Student Portal on the TWC website using the same username and password you created when you started your application for the program.

2) Once the registration period has opened, you will see an option to submit your course preferences. Click the link that says “Start Now.”

3) In the drop-down menus, select the courses you wish to indicate for your first through fifth choices.

4) Click either “Save” or “Submit.” By clicking “Save,” you will be able to return to the form and change the entered data until you are ready to officially submit your course preferences. Once you click “Submit,” you will no longer be able to change your preferences.

You will be notified of your course enrollment once all enrollments have been assigned. Students are required to submit their enrollment requests by **May 16, 2018 at 5pm.**

Add/Drop Process

We are not always able to accommodate a student’s first choice, as some courses may be full or cancelled. If you wish to change your course enrollment there are two ways to do so: 1) via the online add/drop form or 2) at the Courses Open House during Orientation.

Once students are notified of their course enrollments, a link to the online add/drop form will be posted on Schoology. Add/drop requests will not be accepted by email.

We will also hold an Open House during Orientation, during which you may request add/drop changes. Please see the Orientation Schedule for exact time and location.

No changes will be permitted after **June 8, 2018.**

If you have any questions, contact us at courses@twc.edu.

Federal Holidays

Please note that The Washington Center will be closed for the following federal holidays. No classes are scheduled on these federal holidays. Classes that would have occurred on federal holidays may be rescheduled for alternative dates.

- Memorial Day (Monday, May 28, 2018)
- Independence Day (Wednesday, July 4, 2018)

Inclement Weather

In the case of inclement weather, information regarding class cancelations will be made available to students on Schoology. As long as The Washington Center remains open, students are expected to be in attendance.
# Course List

## American Politics and Public Policy
- **ST18-3233**
  Campaigning for a Cause: How Advocacy Groups Change the World
- **ST18-4373**
  Inequality and Policy
- **ST18-4783**
  Political Psychology

## Business and Administration
- **ST18-3913**
  Nonprofit Leadership and Management
- **ST18-4673**
  Introduction to Project Management
- **ST18-4883**
  From Ideas to Action: the Anatomy of Entrepreneurship

## Communications
- **ST18-3253**
  Introduction to Public Relations
- **ST18-3473**
  Media and the Movies
- **ST18-3693**
  Strategic Communications

## International Affairs and Foreign Policy
- **ST18-3123**
  U.S. Foreign Policy
- **ST18-3183**
  Middle East Politics
- **ST18-3633**
  Weapons of Mass Destruction
- **ST18-3983**
  Conflict, Security and Peace in International Relations

## Law and Criminal Justice
- **ST18-3263**
  The First Amendment
- **ST18-3643**
  The Death Penalty
- **ST18-3783**
  Introduction to Criminal Law and Criminal Procedure
- **ST18-4763**
  Forensic Psychology

## Research
- **ST18-4983**
  Research & Writing
Course Descriptions

American Politics and Public Policy

ST18-3233

Campaigning for a Cause: How Advocacy Groups Change the World
Instructor: Robert SanGeorge, M.A.

How do high-profile organizations such as Amnesty International, 350.org, and Human Rights Campaign conduct campaigns that mobilize people – locally and globally – via both social media and traditionally? How do dynamic emerging groups such as Black Lives Matter and Moms Rising gain traction and compete on the national scene? And how do groups as small as local and campus organizations use social media to make their corner of the world a better place?

During a fast-moving summer of Campaigning for a Cause, students will use the class’s own YouTube Channel, Pinterest Board and Intranet to learn to analyze and create campaigns on key issues of our time: human rights, civil rights, the environment, women’s empowerment, public health, children’s issues, LGBT rights. Each class takes students inside the world of local, national and international advocacy campaigning, with a focus on digital and social media. Using case studies, students learn the fundamental challenges facing professional campaigners as they research, plan, fund, implement and evaluate demographics/audience targeting, issue framing/messaging, use of imagery and overcoming public “crisis fatigue”.

Instructor: A social media specialist for 13 years and an advocacy campaign expert for three decades, Robert SanGeorge has been honored for educational excellence as a Teaching Fellow at George Washington University. In recent years he has been honored three times by American University – with a 2016 Special Award for Outstanding Service to AU’s School of Public Affairs; as 2013 Innovator of the Year; and in 2012 with a Special Award for Outstanding Service to AU’s School of International Service.

Now in his ninth year of teaching at The Washington Center, he has been a senior executive in campaigning, lobbying and fundraising for the United Nations, as well as major non-governmental organizations focusing on key challenges of our time: public health, child labor, the environment, poverty alleviation. He also has been honored by the National Academy of Sciences, serving on its expert panel that produced a pioneering study on risk communications. His advocacy work has involved extensive use of persuasive messaging, social media, online publishing, news and entertainment media, and special events. He was a Kiplinger Foundation Fellow at Ohio State University, where he received an M.A.; and earned a B.A. in Political Science and B.Sc. in Communications from Syracuse University. He also is a Certified Practitioner of MBTI Step I and Step II Instruments.

Education: M.A., Ohio State University (Public Policy Communications); B.A., B.Sc. Syracuse University (Political Science and Communications)

ST18-4373

Inequality & Policy
Instructor: John Thornburgh, J.D.

Inequality is a hot topic in Washington, DC today. Almost everyone agrees it’s a problem, but almost no one agrees on how to fix it. Is our tax policy to blame for the widening gap between the rich and poor in America? What about the stagnant minimum wage? Mammoth companies like Amazon, Walmart, and Facebook? Or maybe it’s not economic issues at all, but rather social values, gender policies, and our criminal justice system.

This course will examine inequality in America today and consider the various policy responses to the problem. First, the course will examine how inequality is measured and consider whether inequality has, in fact, gotten worse in the United States in recent years. Second, we will explore a variety of policy areas to
consider the potential responses to the problem of inequality and whether such solutions are realistic. Policy areas of focus will include trade, taxes, antitrust, education, immigration, and more. Finally, we will consider how American inequality compares to other countries around the world and whether American values influence the policy responses as potential solutions.

**Instructor:** John Thornburgh is an antitrust and competition lawyer at Skadden, Arps, Slate, Meagher & Flom LLP in Washington, DC. While at Skadden John has worked on a wide-range of antitrust issues, including, merger clearance before the Department of Justice (DOJ), criminal cartel investigations, and civil litigation. Prior to attending law school, John was a public high school teacher in Miami, Florida with Teach For America. There, John taught government and economics to high school seniors, including two classes of Advanced Placement (AP) students, who led the district in passing rates for both the United States government and microeconomics tests. He also taught political science and communications courses while studying at the University of Michigan. John is originally from Indiana, and has previously worked for a variety of political organizations and political candidates, including campaigns for both former Senator Evan Bayh and President Barack Obama.

**Education:** J.D., University of Michigan Law School; M.S., University of Miami (Education); B.A., Georgetown University (Government, minor in Economics)

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**Political Psychology**

*Instructor: Chris Baylor, Ph.D.*

This course explores what psychology can tell us about what happens in politics and why, looking at how individuals process political information, beliefs, and attitudes. Furthermore, we will examine how information, beliefs, and attitudes translate into political behavior and their consequence for public policy. Do people act on the basis of their individual interests or their social group interests? Can theories of personality and group identity tell us why people affiliate with one party or another? Answering these questions will help us to understand how people interact with the news media, affiliate with political parties, and decide who to vote for.

In the process of answering these questions, we will also learn how political psychologists conduct their research and think about ways it could be improved. This will include the opportunities and limits of using survey research and experiments.

**Instructor:** Chris Baylor is an American Political Science Association Congressional Fellow. In the past, he has taught at Wellesley College, Washington College, and the University of California, Los Angeles, where he received his PhD in political science. He is the author of *First to the Party: The Group Origins of Political Transformation*, expected to be released in July.

**Education:** M.A. and Ph.D.; University of California, Los Angeles (Political Science); M.A., Brown University (History); B.A., Muhlenberg College (History and Philosophy)

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**Business and Administration**

**ST18-3913**

**Nonprofit Leadership and Management**

*Instructor: Christopher A. Cody, Ph.D.*

The nonprofit sector is a growing part of the social, political, and economic landscape of the United States. This course seeks to provide a broad overview of this sector by examining: the origin, composition, and role of nonprofit organizations in American society; the relationship between the nonprofit, business, and governmental sectors; the characteristics of the major nonprofit sub-sectors; legal and regulatory issues affecting the nonprofit sector; key
leadership functions of nonprofit organizations (e.g. prepare grant proposals); and the issues of ethics, accountability, and diversity in nonprofits.

Upon completion of this course students will have an understanding of: the size, scope, and dimensions of the nonprofit sector in the United States; the key nonprofit sub-sectors; nonprofit contributions to the political process, the creation of social capital, and the process of governance in society; the variety of theories regarding the nonprofit sector including political, economic, and social factors; how nonprofits are organized and the ways in which they seek to accomplish their goals; the importance of mission to the management of nonprofit organizations; the concepts of social justice and equality; the role of diversity in the governance of nonprofit organizations; and the importance of public trust and organizational responsibility (ethics/accountability).

**Instructor:** Christopher A. Cody is a senior researcher in the Education Program at AIR, where he works on the Education Statistics Services Institute Network project as director of the postsecondary administrative data division task. As director of the postsecondary administrative data division project, Dr. Cody also serves as a survey director for the Integrated Postsecondary Education Data System (IPEDS) at The National Center for Education Statistics (NCES). Dr. Cody oversees the Academic Libraries, Fall Enrollment, and 12-Month Enrollment surveys for IPEDS. Previously, he has also overseen the Student Financial Aid, Admissions, and Institutional Characteristics surveys for IPEDS. Dr. Cody’s other areas of expertise are in survey design and analysis, charter school and nonprofit governance research, and school finances analysis and research.

Prior to joining AIR, Dr. Cody was the Director of Research and Public Policy at The Public School Forum of North Carolina, where he lead research projects on several education topics, such as local school finances, charter school policies, and expanded learning opportunities. Also, Dr. Cody was a fellow with the Education Policy Fellowship Program sponsored by the Institute for Education Leadership and co-coordinated the North Carolina Education Policy Fellowship Program. His work on charter school governance and finances, along with his other research on education policies and nonprofit studies, has been presented at national conferences, such as the Association for Research on Nonprofit Organizations and Voluntary Action and the American Society of Public Administration. Dr. Cody also has authored several public service and outreach publications on a variety of education policy issues, such as The North Carolina Local School Finance Study, Education 24/7: Expanded Learning Opportunities for North Carolina Students to be Career and College Ready, and North Carolina’s Road Map to Need. Dr. Cody earned his Ph.D. in Public Administration from North Carolina State University where his research focused on charter school governance with a dissertation entitled Understanding Factors That Influence Charter School Board Roles and Responsibilities.

**Education:** Ph.D., North Carolina State University (Public Administration); M.P.A., Western Carolina University; B.A., Wake Forest University (Religion)

**ST18-4673**

**Introduction to Project Management**

**Instructor:** Miguel I. Becerril, M.A., P.M.P.

Project Management (PM) is increasingly important in today's commercially interconnected world. This 9 week course covers the fundamental concepts and applied techniques for cost effective management of projects, fundamental to today's businesses. The content deals with fundamentals of planning, scheduling, organizing, and controlling projects. The course is interactive and will use case studies to highlight the interactions between management and projects. Candidate industries for review include construction, information systems, non-profit organizations, the government and the military.

Project management principles and methodology will be discussed with special focus on planning, controlling, managing and leading projects to successful completion. The course will address two major categories: the management aspect of a project (management and leadership, cultural differences, organizational structures, and conflict and negotiation) and technical components (the relation between the performing organization and the project; determining strategy and
Instructor: Miguel I. Becerril is a certified Project Management Professional. Currently, he is a Program Manager at the Office of Naval Research in Arlington, VA, representing an engineering/consulting firm, Accelerated Development and Support Corporation (ADSCorp), supporting Science and Technology programs. In addition he is currently an Adjunct Professor of Economics at University of Maryland, University College. He has over thirty years of combined experience working in the Department of Defense, Department of Justice, Government, nonprofit and private sector. He has directed programs in Asia, Africa, Europe, Latin America and the Caribbean. He is married to Sharon DeAbreu and they have a son, Rawle Frederick.

Education: M.A., California State University, Long Beach, Economics; B.S., U.S. Naval Academy, Annapolis, MD, Economics

ST18-4883

From Ideas to Action: the Anatomy of Entrepreneurship

Instructor: Johnetta Hardy, M.A.

Entrepreneurship is one of the most significant economic and social phenomena of our time. Over 400 million individuals around the world are founders or co-founders of new businesses today. “A recent survey by Capital One and Consumer Action reveals that 40% of Americans dream of starting their own business, but nearly 55% admit that they don’t know what is involved in getting a small business off the ground.”

This hands-on course introduces students to the entrepreneurial mindset, the new venture creation process, and an understanding of the challenges an entrepreneur faces when creating and growing a business. Given the extraordinarily high failure rates of new ventures in most industries, this course does not seek to promote entrepreneurship, but rather to prepare students to find their own best place in the entrepreneurial economy. To achieve this, we will introduce the various elements essential to developing and leading a successful entrepreneurial enterprise and learn the attributes a successful entrepreneur must have, beginning with how to develop a business plan. Students will find ways to secure financing; learn the importance of networking, mentors, and marketing techniques; improve upon our “RISEtwc” student entrepreneurship resource website, and develop a Pitch Competition.

Instructor: A recognized thought leader in entrepreneurship, Johnetta brings her energy after more than 20 years of championing the power of entrepreneurship in transforming communities. She has devoted her career to connecting emerging and established entrepreneurs with networks and resources to propel growth in their ventures and empowering small businesses to maximize their success.

Johnetta currently serves as the Regional Director for the Network for Teaching Entrepreneurship Baltimore/DC Metro Region, where she creates and manages entrepreneurial programs to inspire over 3000 youth in underserved communities to stay in school, changing the trajectory of their life. As Director Executive Director of the Center for Entrepreneurship and Innovation at the University of Baltimore, she created powerful initiatives and events inspiring students to launch their own businesses and she founded the Hardy Solutions Group, LLC, empowering small businesses to maximize their success. To date, she has counseled over 3,000 businesses and helped them obtain more than $25M dollars in loans.

Previous leadership roles include: State Director for the DC/Maryland Area Entrepreneurship Coalition appointed by the National Consortium for Entrepreneurship Education; Associate Director for the National Association of Black Accountants; and Business Director at the Howard University Small Business Development Center. She has also served as Executive Director of the Howard University Institute for Entrepreneurship, Leadership and Innovation, a distinctive program encouraging entrepreneurship at all 105 historically black colleges and the regional African-American community.

A dynamic presenter, Johnetta has led seminars for numerous organizations; she is also a certified NxLevel Business Instructor and award-winning educator who has taught entrepreneurship courses at Howard
University, the University of Baltimore and experiential education leader for The Washington Center for Internships and Academic Seminars (TWC) for over 15 years. At TWC, she was honored as Faculty of the Year. Other awards include The Daily Record Maryland’s Top 100 Women, the Legacy in Entrepreneurship Education Award from the African American Empowerment Group, as well as Advocate of the Year from The Greater Baltimore SCORE (Service Corps of Retired Executives). Johnetta has been featured on numerous radio & television shows as well as The New York Times, Washington Post, The Wall Street Journal, Inc. Magazine, The Washington Business Journal, Black Enterprise, Entrepreneur Magazine, the Baltimore Sun, and the Baltimore Daily Record. She is currently writing a book focusing on African American women in entrepreneurship.

Education: M.A., Howard University (Human Communications Behavior); B.A. Howard University (Communications, double minor in Marketing and Micro-Environmental Studies and Design)

Communications

ST18-3253

Introduction to Public Relations

**Instructor: Patricia Wheeler, MBA, B.S.**

This course will provide an overview of public relations and the role of public relations in organizations, corporations and government. It will focus on how these institutions advance their mission, programs, products and services through persuasive messaging and engaging key publics. The course will examine the history, development, practice and applications from the viewpoints of consumers and users. The course will also examine career opportunities and introduce students to ethical public relations practices. Finally, the course will examine both successful and unsuccessful public relations case studies to help students determine objectives, provide insights into media choice decisions, look at message strategies and develop skills for evaluating the success or failure of particular public relations efforts.

**Instructor:** Patricia Wheeler recently retired as Interim Chair and Assistant Professor in the Department of Strategic Communication, School of Global Journalism & Communication, Morgan State University. She has held marketing communications and public affairs positions with the White House Office of National Drug Control Policy, Cultural Tourism DC, the National Board for Professional Teaching Standards, DC Water, DC Office of the Mayor, DC Department of Corrections, Time Warner and Gannett Corporation.

She has managed her own marketing communications business providing strategic planning, media relations, crisis communications, media training, advertising and market research services to such clients as the BGE, National League of Cities, Grameen Foundation, and OMB Watch. She has served as an adjunct instructor at several universities in the DC metropolitan area including Howard University, American University and Trinity University. She started her career as a reporter and producer for television and radio stations in Richmond, VA, Portland, OR and Baltimore, MD. In Baltimore, she was the Assistant Public Affairs Director for WBAL-TV.

In 1993, she was named Public Relations Woman of the Year by Washington Women in Public Relations. She has won several national awards for her marketing and communication materials, including two Silver Inkwells and several awards from the National School Board Public Relations Association and the Association of Educational Publishers. She is a lifetime member of the National Black MBA Association and a charter member of the DC Black Public Relations Society.

**Education:** MBA, Marketing, Columbia University; B. S., Journalism, University of Maryland
Media and the Movies  
**Instructor: Carole Feldman, M.S.**

Heroes or villains? Popular movies provide varying images of journalists. On one side is Oscar winner “Spotlight,” where journalists exposed sexual abuse in the Catholic Church. On the other are films like “Ace in the Hole,” where a reporter manipulates his story to get ahead.

This course will use the cinema to explore the role of journalists and their rights and responsibilities. We will examine the use of confidential sources, libel, conflicts of interest and other ethical issues, and the way movies help shape the public’s image of the media.

**Instructor:** Carole Feldman is a news editor at The Associated Press’ Washington bureau overseeing coverage of education, health, medicine and labor. A 40-year-veteran of the AP, Feldman also has supervised coverage of the White House, Congress, national security, the economy and health, science and medicine, as well as presidential and congressional elections. She started her AP career in New Jersey.

Feldman is a member of the Society of Professional Journalists ethics committee and worked on revisions to the organization’s widely used code of ethics. She teaches journalism ethics to graduate students at Georgetown University and to undergraduates at The Washington Center for Internships and Academic Seminars.

**Education:** M.S., Boston University (Journalism); B.A., Pennsylvania State University (Journalism)

Strategic Communications  
**Instructor: Jose Idler, Ph.D.**

What is your organization about? Do others know? Who is your audience? What do they need to know? How do you communicate with your audience? This course will explore the principles and practice of organizational communications and the impact that communications can have in achieving an organization’s mission.

This course will focus on both the theoretical and practical aspects of communications. Particular attention will be given to strategic considerations and effective communications planning. By exploring communications principles using a hands-on approach, the course will ultimately equip students to become better communicators and develop a strategic communications plan.

**Instructor:** Jose Idler is a communications and public policy professional with more than 20 years of experience in the government, academic and business worlds. He obtained a Ph.D. specializing in ethics and public policy at the University of Maryland, College Park and has held positions in public policy research and government relations, as well as in marketing, communications and public affairs. He was a government relations and communications manager at Ernst & Young, leading various projects targeting both U.S. and international audiences, and currently serves as a senior communications manager for the judiciary system in Washington, D.C. He has extensive experience in all areas of communications, encompassing digital communications, media relations, strategy, crisis communications and stakeholder engagement.

**Education:** Ph.D., University of Maryland College Park (Philosophy); M.A., Universidad Central de Venezuela (Philosophy and Social Sciences); B.A. Universidad Central de Venezuela (Social Psychology)
International Affairs and Foreign Policy

ST18-3123

U.S. Foreign Policy

Instructor: David Mastro, Ph.D.

This course examines U.S. foreign policy in an increasingly volatile world. We will explore the work of the central actors and institutions in the Washington, D.C. foreign policy community and examine how each informs and influences the debates that drive U.S. foreign policy making. We will explore how political, economic, social and geographical concerns shape the core interests of a nation, and weigh how nations negotiate—with varying degrees of success—the imperatives of power, peace, prosperity and guiding principles in the face of growing global instability.

By the end of the course, students will be able to assess the challenges facing the United States as it attempts to craft a foreign policy that addresses its security needs, meets its international obligations, and promotes peace, prosperity and stability in the global community.

Instructor: Dr. David Mastro is a senior intelligence officer at the Office of the Director of National Intelligence (ODNI). He currently leads a team of counterproliferation officers and previously served as one of the National Counterterrorism Center’s (NCTC) subject matter experts on terrorism in east and southern Africa. Dr. Mastro has also spent a year in residence at the Brookings Institution as a Federal Executive Fellow during his ODNI career. Prior to joining ODNI, Dr. Mastro worked as an intelligence analyst at the Federal Bureau of Investigation in New York City where he provided analytical support to international terrorism investigations and operations.

Education: Ph.D., West Virginia University (Political Science); M.A., East Stroudsburg University of Pennsylvania (Political Science); B.S., University of Scranton (Economics)

ST18-3183

Middle East Politics

Instructor: Jeremy Weiss, Ph.D.

This course is designed to cover the relevant recent history and contemporary state of international relations in the Middle East. As an international relations (IR) course, it will be grounded in IR theories and concepts. Therefore, a brief synopsis of these will be provided at the beginning of the course to assist students who are majoring in other disciplines or who are only beginning their education in IR. Beyond this, the course will cover relevant aspects of Middle Eastern affairs, including topics such as the Arab Spring, Iran’s foreign relations, the Israeli-Palestinian and wider Arab-Israeli conflicts, and ongoing internal conflicts in Syria and Yemen. Because each of these subjects has important historical roots, we will also address topics such as the origins of the modern Middle East after World War One, Zionism, the impact of the Cold War on the region, and the Iranian Revolution. The implications of economic and social factors, such as the importance of oil to the regional economy, the contested role of women in society, and the divide between branches of Islam will also figure prominently in this course.

Instructor: Jeremy Weiss holds a Ph.D. in political science with an emphasis in international relations. His primary field of specialization is mid-20th century international relations theorists and their contributions to the development of IR thought, and he has taught courses in international relations, comparative politics, American politics, and research methods. Dr. Weiss is a Fulbright Scholar and has taught at Boston University, Wellesley College, Suffolk University, and George Washington University.

Education: Ph.D., M.A. Boston University (Political Science); Hon. B.A., University of Toronto (History)
Weapons of Mass Destruction
Instructor: Chris Quillen, M.A.

The Weapons of Mass Destruction (WMD) course provides a complete overview of the threat from the development and use of chemical, biological, radiological, and nuclear (CBRN) weapons by both nation-states and terrorist groups. The course opens with a non-technical description of each weapon type and a brief history of CBRN proliferation and use during World War I, World War II, and the Cold War. Lessons learned from these conflicts are then applied to contemporary proliferation cases of greatest concern to U.S. policymakers including former proliferators in Iraq, Libya, and South Africa as well as current proliferators in North Korea, Iran, and Pakistan. The course will explore the successes and failures of the international nonproliferation regime as well as assess the effectiveness of counterproliferation efforts to halt the spread of WMD. Special attention is paid to terrorist interest in WMD including detailed case studies of Aum Shinrikyo, al-Qa'ida, and ISIS. Students will apply their knowledge gained throughout the course in an effort to address current proliferation challenges affecting the United States, its allies, and its interests.

Instructor: Chris Quillen has served in the U.S. Intelligence Community for more than 20 years with an emphasis on counter-terrorism (CT) and weapons of mass destruction (WMD) issues. He has worked for the Office of the Director of National Intelligence (ODNI), the National Counter-Terrorism Center (NCTC), the Central Intelligence Agency’s Counter-Terrorist Center (CIA/CTC), the Department of Energy (DOE), the National Air and Space Intelligence Center (NASIC), and the U.S. Army. He previously taught at Miami University, Angelo State University, the Advanced Technical Intelligence Center (ATIC), Sinclair Community College, American Military University, and Henley-Putnam University. He has published widely on WMD and CT issues in the Middle East Journal, Studies in Conflict and Terrorism, Comparative Strategy, Terrorism and Political Violence, Parameters: The U.S. Army War College Quarterly, Terrorism Monitor, the Journal of Strategic Security, and the Middle East Review of International Affairs.

Education: M.A., Georgetown University (National Security Studies); B.A., Miami University (International Relations)

Conflict, Security and Peace in International Relations
Instructor: Michael Bender, Ph.D.

This course provides an in-depth analysis of why interstate war, civil conflict, genocide and terrorism continue despite our growing capacity to address other sources of human suffering. Using an approach of historical progression, the course will explore how international regimes, globalization, advances in technology, and evolving human rights norms have continuously reshaped the causes and methods of warfare. Further, approaches to reducing inter- and intra-state violence will be analyzed in order to explore what have historically been the most effective attempts and strategies used in ending conflict and attaining a long-term peace.

Instructor: Dr. Bender is a 2016 graduate of the doctoral program the Department of Politics and International Relations at Florida International University (FIU) where he completed his dissertation entitled History, Identity Politics and Securitization: Religion’s Role in the Establishment of Indian-Israeli Diplomatic Relations and Future Prospects for Cooperation. Dr. Bender’s areas of focus include IR of South Asia, Middle East studies, religion and politics, security studies and foreign policy. He has been an undergraduate instructor at FIU and Broward College where he has taught introductory courses in IR, religious studies and political science, as well as specialty courses dealing with conflict, security studies, and contemporary issues. Most recently, Dr. Bender was a Visiting Postdoctoral Associate at FIU where he has continued as an online instructor of IR and has concentrated on his research focusing on identity politics in South Asia and Israel’s relations in South Asia.

Education: Ph.D., Florida International University (International Relations with Graduate Certificates in Asian Studies and Middle East & Central Asian Studies); M.A., Florida International University
U.S.–Chinese Relations in the 21st Century

Instructor: Alicia Campi, Ph.D.

This course will explore the contemporary political and economic relationship between China and the United States with particular emphasis on how the rise of these two powers has changed the dynamics of their bilateral relations in the 20th and 21st centuries. Today this relationship has entered a period of flux with the incoming Trump administration, but still remains the most important bilateral economic relationship for both countries. During the Obama years the two nations increasingly exhibited antagonistic and suspicious attitudes. The students will explore how this phenomenon was connected to the end of the Cold War and the expansion of the Chinese economy, and examine the options for the new U.S. administration, as it formulates its own policy goals for its relationship with China. Emphasis will be placed on the fact that U.S.-Sino relations do not operate in a historical vacuum, but within a complicated spectrum of decades of contacts and impressions that motivate both sides. The course focus will be on the expansion of China and the United States’ global influence in Asia and beyond and especially explore the interdependence and frictions during the last 30 years. Students will gain an understanding of how cultural factors have impacted Sino-American relations and continue to influence the present multi-faceted relationship. The intersection of U.S.-Chinese modern history, politics, ideology, and trade will be topics of analysis. The roles of globalization and regionalism will be examined to better understand the 21st century economic and business agendas that guide and irritate the key bilateral players. As part of the experiential pedagogical approach, students should expect to be interactive in the class, including oral presentations and team role-playing. Guest speakers and an off-site field trip are included in the course. Course readings and a research paper are required. No previous Chinese history or economics course is necessary, but a background or interest in international relations/economics is useful.

Instructor: Dr. Campi is a China/Mongolian specialist and a former U.S. State Department Foreign Service Officer who served in Asian posts (Singapore, Taiwan, Japan and Mongolia) and the U.S. Mission to the United Nations in New York. She attended the U.S. Government’s Chinese Language School in Taipei in 1983-84 and is a fluent Chinese speaker. She received her A.B. in East Asian History from Smith College in 1971 and obtained an M.A. in East Asian Studies with a concentration in Mongolian Studies from Harvard University in 1973. She spent 2 years in Taiwan at Fu Jen University. Dr. Campi received a Ph.D. in Mongolian Studies with a minor in Chinese in 1987 from Indiana University. In July 2004 she was awarded the “Friendship” Medal by Mongolian President N. Bagabandi and in 2011 received the “Polar Star” (Mongolia’s highest medal) from President Ts. Elbegdorj. In September 2007 she was awarded an honorary doctorate from the National University of Mongolia. Dr. Campi has published over 110 articles and book chapters on contemporary Chinese, Mongolian, and Central Asian issues, and has been a guest on Chinese programs for Radio Free Asia. She advises Chinese and western financial institutions on investment issues, particularly in the mining sector. Her book on The Impact of China and Russia on U.S.-Mongolian Political Relations in the 20th Century was published in 2009 and her new book on Mongolian Foreign Policy in the Democratic Era will be published in 2017. She has made 59 trips to China. Dr. Campi was a research fellow at the East West Center—D.C. Office in the summer of 2012. Since 2013, she has been an Adjunct Professor at the Reischauer Center, SAIS/Johns Hopkins University where she teaches a course on Northeast Asia. She is Coordinator for Northeast Asia for the State Department’s Foreign Service Institute, and regularly writes commentary for The Jamestown Foundation, East West Center, and other research centers on China’s periphery relations. She has been teaching at The Washington Center since 1996.

Education: Ph.D., Indiana University (Mongolian Studies with a minor in Chinese); M.A., Harvard University (East Asian Studies/ Mongolian Studies); A.B., Smith College (East Asian History)
International Organizations and Humanitarian Law

Instructor: Max Hilaire, Ph.D.

This course introduces students to the field of international humanitarian law and the role of international organizations in its creation, application and enforcement. It focuses on the development and creation of international humanitarian law, from The Hague Conventions of 1899 and 1907 to the Geneva Conventions of 1949 and the Protocol to the Geneva Conventions of 1977. It also provides an understanding of the application and enforcement of international humanitarian law by international organizations and international tribunals. Students gain insights into the workings and mandates of the International Criminal Tribunal for the former Yugoslavia, the International Criminal Tribunal for Rwanda and the International Criminal Court. The course identifies and defines crimes punishable under international humanitarian law, i.e., war crimes, crimes against humanity and genocide, and the procedures for prosecuting those who are individually criminally responsible for violating international humanitarian law. The course helps students achieve an understanding of how international humanitarian law applies in different conflict situations, such as the wars in Afghanistan and Iraq and the conflict in Darfur. The course examines the controversy surrounding the status of detainees and abuse at Guantanamo Bay, Baghram and Abu Ghraib. In summation, the course examines the role the United Nations, the International Committee of the Red Cross and other international organizations play in the formation and implementation of international humanitarian law.

Instructor: Dr. Hilaire is chairman of the political science and international studies department at Morgan State University in Maryland. He has also taught at the Central European University in Budapest, Charles University in Prague, Colgate University and the African Center for Strategic Studies at the National Defense University. In 2000 he received a Fulbright Lecture and Research Award. He established the Morgan State Political Leadership Institute to train future leaders for public office and leadership roles in international organizations. He is an expert in international and humanitarian law and has written and lectured extensively both in the U.S. and abroad. Among his many publications are the United Nations Law and The Security Council (2005) and International Law and the United States Military Intervention in the Western Hemisphere (Nijhoff Law Specials, No. 28). In 2007, Dr. Hilaire received The Washington Center’s Faculty of the Year Award.

Education: Ph.D., M. Phil., M.A., Columbia University (International Relations); B.A., Morgan State University (Political Science)

Law and Criminal Justice

ST18-3263

The First Amendment

Instructor: Anna Stolley Persky

This course will provide students with an in-depth understanding of the freedoms guaranteed by the First Amendment, with a particular emphasis on freedom of speech in the Digital Age. Students will study First Amendment theories and literature, as well as how the scope of each right has evolved over the years. Students will examine the tension between privacy rights and free speech, including recent issues involving Facebook, Snapchat and other social media platforms. Students will also explore how the First Amendment plays into recent controversies over Neo-Nazi rallies, student walkouts over gun laws, hate speech on campus and NFL protests during the National Anthem. In this course, students will be encouraged to discuss and debate whether they support traditional concepts of the First Amendment and, if not, what changes make more sense in the current era.
Instructor: Anna Stolley Persky is a lawyer with more than twenty years of experience as a journalist covering high-profile legal and political news. Using her legal expertise to translate complex topics into plain language, she has written extensively about the First Amendment's protections and limitations. She began her journalism career as a beat reporter for the Los Angeles Times and the Los Angeles Daily Journal. In 2000 she moved from Los Angeles to Washington, D.C., where she began reporting on the White House, the Supreme Court and the Justice Department. As a legal reporter for Bloomberg News and then a producer for Fox News Channel, she reported on major trials, presidential and congressional campaigns, political scandals, ground-breaking court rulings and federal criminal investigations. As a magazine writer, she has explored the intersection of free speech rights, national security concerns and privacy interests. She has also reported on courtroom battles over the First Amendment rights of protestors and minors.

Education: J.D., University of California, Davis, B.A., Sarah Lawrence College (Concentration in Literature)

ST18-3643

The Death Penalty
Instructor: Kevin Boyle, J.D.

This course will be a comprehensive consideration of the use of the death penalty in America. It will begin with an analysis of the history of the death penalty in the United States from the colonial era through the present. Also included will be an examination of controversies surrounding this form of punishment related to race, special populations, and methods of execution. The course will examine the arguments and holdings of landmark and recent cases before the United States Supreme Court. We will also examine the political and social forces at work in the United States related to the continued use of this most drastic form of punishment.

Instructor: Mr. Boyle is a retired Colonel in the U.S. Army's Judge Advocate General's Corps. During his 26 year career he served in positions of increased responsibility, including serving as the Chief of Staff for the Judge Advocate General's Legal Center and School in Charlottesville, Virginia (The Department of Defense's ABA accredited law school); serving as the Chief instructor of all Army prosecutors throughout the world; serving as supervisor of all Army defense counsel in Asia; as well as serving as the principle legal advisor for both all U.S. Army forces stationed on the border between North and South Korea and all U.S. Army forces stationed in Europe. Mr. Boyle has served as appellate defense counsel for four death penalty cases, two of which have reached the U.S. Supreme Court. While serving as Chief instructor for all Army prosecutors throughout the world he oversaw the prosecution of Soldiers accused in the Abu Ghraib prison case. Mr. Boyle has been called upon as a military criminal law expert by media throughout the country.


ST18-3783

Introduction to Criminal Law and Criminal Procedure
Instructor: Kenechukwu Okocha, J.D.

This course is an introduction to criminal law and criminal procedure. Criminal law is the foundation of the justice system and it defines the behaviors that are prohibited, prosecuted, and punished. The course will also cover the elements of crimes, the nature of criminal responsibility, and criminal defenses. Criminal procedure is the legal discourse concerning the procedural rights of the criminally accused. It involves a study of the legal standards governing the detection, investigation, and adjudication of crime and includes areas such as interrogations, search and seizure, and the trial process.

Students will develop skills of legal reasoning by reading Supreme Court decisions with the goal of identifying how the Court arrived at key holdings related to criminal law. They will also practice applying concepts of criminal law and criminal procedure to specific fact patterns. This course is an appropriate introduction to criminal law and criminal procedure for students intending to pursue law school or careers in law enforcement.
Instructor: Kenechukwu Okocha joined the United States Attorney’s Office for the District of Columbia in January of 2010 where he has represented the United States in hundreds of criminal matters. Prior to joining the U.S. Attorney’s Office, he was an Assistant District Attorney with the Dane County District Attorney’s Office in Madison, Wisconsin for over two years. In his two prosecutorial roles Mr. Okocha has handled a wide variety of offenses including driving under the influence, domestic violence, felony assault, child molestation, burglary, robbery, rape, homicide, and production of child pornography. From 2007-2008, Mr. Okocha was a legal fellow at the Greenlining Institute, in Berkeley, California where he represented low income and minority groups at various regulatory agencies.

Education: J.D., University of Wisconsin Law School; B.S., University of Wisconsin (Industrial Engineering and Political Science)

ST18-4763

Forensic Psychology

Instructors: Dario Dieguez, Ph.D.

Forensic Psychology is the study of psychology in the context of the criminal justice system. In particular, this course focuses on fundamental topics in forensic psychology, including police and investigative psychology, psychology and the courts, victimology, as well as criminal and corrective psychology. This course examines the relationship between expert forensic psychological investigation and criminal proceedings. This course will focus on fundamental topics including, but not limited to: abnormal and criminal psychology, police and investigative psychology, and psychology and the courts. This course assumes no prior knowledge of forensic psychology and no extensive knowledge of general principles in psychology.

Instructor: Dr. Dieguez earned a B.A. in Psychology and a B.S. in Neuroscience & Behavioral Biology from Emory University in Atlanta, Georgia. He then completed an internship in human sleep research in the Department of Psychiatry at Brown University School of Medicine in Providence, Rhode Island. He went on to earn an M.S. in Biology and a Ph.D. in Neurobiology from The University of Texas at San Antonio, where he also worked as a Cellular Biology Instructor. He then worked as a Postdoctoral Fellow and Instructor of Psychology at Boston University. Subsequently, he worked as a Science Writer in the Office of the Director of the National Institutes of Health (NIH) in Bethesda, Maryland, where he developed Congressional testimony and wrote Congressional reports about NIH-sponsored research programs, as well as published online stories about NIH-funded research. He went on to work as a Program Analyst at the NIH, where he ran a research training program for undergraduates and worked as a grant writing advisor for NIH postdoctoral fellows. He then worked as a Senior Research Program Manager at the Lupus Foundation of America, Inc. (LFA), where he ran a national research grant program, including two fellowship programs, wrote position statements about policy relevant to lupus research, and served as an organizational spokesperson regarding advances in lupus research. He sat on multiple government and non-profit committees dedicated to advancing education, research, and funding for biomedical research. Currently, he is a Health Scientist Administrator for the Society for Women's Health Research. He is an accomplished scientific grant writer and journal reviewer with numerous peer-reviewed publications. For several years, he worked as an educational consultant for Pearson, Inc. (formerly Harcourt, Inc.), a major corporation that provides standardized testing for admission to graduate school.

Education: Ph.D., The University of Texas at San Antonio (Neurobiology); M.S., The University of Texas at San Antonio (Biology); B.A., Emory University (Psychology); B.S., Emory University (Neuroscience & Behavioral Biology)
Research

Research & Writing: Contemporary Methods and Skills

Instructor: Dan Ewert, M.A.

This course is offered to provide students with the opportunity to conceptualize and carry out a “complete” project, on a topic of their choice, which focuses on a variety of external audiences beyond the traditional classroom. It has become increasingly important in all types of professional settings that individuals learn how to effectively communicate to their intended audience in order to achieve the outcomes they want.

This course is offered to provide students with the opportunity to complete a final project that documents both the results of their work and what they learned in the process. It focuses on the complete process of ‘project development’: topic conceptualization and narrowing; appropriate and creative research skills (including interviewing techniques); identification and use of resources (especially primary resources); strong and effective writing skills for a variety of formats; exposure to new media tools and information on how these tools can contribute to a final product; project design and implementation; and presentation skills.

Students are also encouraged to take advantage of primary sources available in Washington – such as federal agencies, trade and lobbying groups, Congressional committees, and embassies. To make these efforts most productive, students will learn about interview techniques and strategies that they can use to identify and reach out directly to senior officials and their staffs, to gain from these experts “first person” insights into their topics in order to better frame and analyze them.

This course is ideal for students who need to complete an independent study, develop an honors thesis, or who have to report on what they learned in their internship to their home institution – and those interested in developing their ability to design and build their communication and presentation skills.

Instructor: Dan Ewert is Vice President for Program Development at the AIPT-CDS, A U.S. Department of State-designated Exchange Visitor Program. His role is to seek out and develop partnerships with domestic and international organizations for the purpose of increasing international exchanges of students and professionals for a wide variety of experience-based learning opportunities. His efforts are focused mostly in Asia, where he has collaborated with the Hong Kong-America Center to establish the U.S.-China Experiential Learning Initiative. In addition, he has established a wide network of partner agencies in South America, leading to increased exchanges between the United States and Argentina, Brazil, Chile and other countries.

Education: M.A., University of Washington (Geography); B.A., American University (International Studies and Asian Studies)
Courses FAQ

When are evening courses?
Your evening course will be held once a week, Monday through Thursday, from 6:30 p.m. to 9:30 p.m., unless otherwise specified in your syllabus.

Where are evening courses held?
Evening courses are held in our classrooms on the P-1 level of the Residential and Academic Facility (RAF), unless otherwise specified on the Course Schedule and/or in your syllabus. Some classes may take field trips or attend off-site events throughout the semester, the dates of which will also be in the syllabus.

Where can I find the course schedule?
You can find your class day and location on your syllabus as well as on the Course Schedule, which you will be given access to via Schoology close to the program start date.

Is the evening course the same as the LEAD class?
No, the Friday LEAD colloquium is different from the evening course. Both are required components of the Academic Internship Program.

Is attendance mandatory?
Yes, students who miss more than two regularly scheduled class meetings of the evening course will be withdrawn from the course with a grade of AW (Administrative Withdrawal for Absenteeism), which will also be forwarded to the home college or university.

What if I’m sick or have a conflict arising from my internship?
Faculty cannot excuse absences; however, we understand you may need to miss a session for reasons beyond your control. If you know you will be absent because of illness or internship responsibility, please get in touch with your instructor to inquire about makeup work. It is also highly recommended that you obtain documentation explaining the need for your absence.

What if I require an academic accommodation?
Students who require or think they might require an academic accommodation should reach out to our Disability Services Fellow at disabilityservices@twc.edu. We are happy to work with you to ensure your success in the program.

Does my program fee cover course expenses?
While the program fee does include the evening course, students will need to cover the costs of their own books, notebooks, and other expenses including any travel and admissions fees for special events. Total book cost typically ranges from $70 to $90. TWC does not have a bookstore, but your instructor will be able to tell you how you can purchase required materials.

Will I need anything for class?
Other than required readings and the ability to take notes, you will likely need a computer to complete some class assignments; while TWC does have a computer lab, it is highly recommended that you bring your own device with internet capability and a word processor.

What are the technology policies?
Your course instructor may or may not allow the use of technology in class. Exceptions can be permitted by our office of Disability Services. If your instructor does permit the use of technology, you are expected to use it only for the purpose of engaging in the course.

Are there any other classroom policies?
Students are expected to maintain professional dress. Food and drink other than water are not allowed in class unless otherwise stated by the instructor or permitted by Disability Services. In addition, students are expected to follow the general guidelines contained in the Student Conduct Handbook.
Can I take two courses?

Unless there is compelling reason (e.g., on-time graduation), students will not be permitted to take two courses. This is likely one of the busiest terms you will have in college, and we want to help ensure you’re able to devote time to all your responsibilities—as well as have time to explore Washington DC.

Can I switch courses?

Yes. Please consult the Add/Drop section located earlier in this document under “Enrollment Processes.” The Add/Drop form will be located on Schoology on the Courses page.

I received a financial award from TWC: Is there anything special I should know?

Students who received a financial award from TWC must earn a grade of “C” or better. Students with a “C-” or less in any program component (internship, LEAD colloquium, or evening course) are required to return the full amount of the award.

Will I have the opportunity to give feedback on the evening course?

Yes. There are two anonymous surveys during the semester, one near the midterm and one at the end of the course. Students return the surveys directly to the concierge at the RAF, and any written feedback is shared with faculty only after grades have been calculated. Your insights are greatly appreciated!

What if I have another question you haven’t answered?

First, try seeing if the answer is located in your syllabus, which you can find on Schoology. If it’s not, your course instructor will likely be able to help. If neither of those options solves your problem, you can always reach out to us at courses@twc.edu.